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ABSTRACT

This competency-based module uses the Ocean County (New Jersey) Vocational-Technical Schools curriculum-infused model for infusing basic skills instruction into vocational education. The model demonstrates the relationship of vocational skills to communication, mathematics, and science. The document begins with a philosophy statement; preface; a table that explains the number of hours required for academic credit in various programs and the number of those hours that are devoted to basic skills and vocational activities; matrices that show in which courses specific basic skills are taught; a list of objectives; and an explanation of student activities. The rest of the document consists of matrices that describe the relationship of vocational skills to basic skills within the fashion merchandising program. These pages are organized by instructional unit and the topics within them. For each topic and associated task(s) are listed the theories and the communication, math, and science skills covered. Also listed are the expected student outcomes. The 25 units are: orientation; introduction to fashion; fashion merchandising occupations; retailing; resident buying offices and auxiliary services; applied merchandising; basic terminology and fundamental fabric analysis; natural fibers and general textile properties; manufactured fibers and general textile properties; textile yarns; fabric construction; nonwoven and other textiles; fabric coloration; finishing fabrics; laws and regulations; visual merchandising and display; basic sewing; fashion illustration; fashion salesmanship; sales promotion; fashion buying and merchandising; fashion coordination; fashion copywriting; basic skin care and makeup; and color analysis. (KC)

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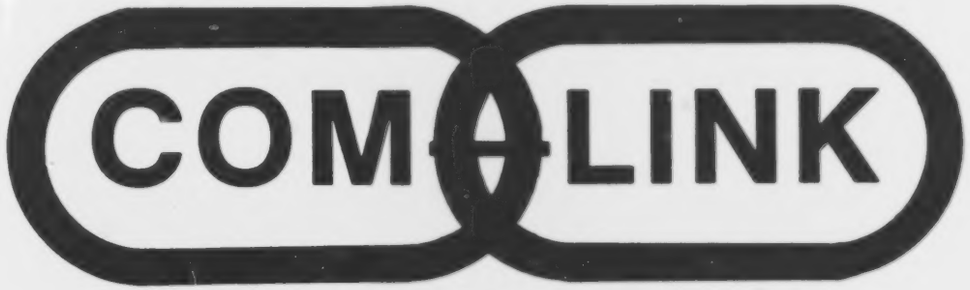
Competency Based Vocational Curricula



With Basic Skills And Academic Linkages

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And

Ocean County Vocational-Technical School

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Ocean County Vocational-Technical School

Fashion Merchandising

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PHILOSOPHY OF EDUCATION

The Ocean County Vocational-Technical Education Program should consist of those courses, activities and experiences which are designed to prepare students for a successful entrance in a given field of work. The program should be based upon an analysis of the worker needs of the field of work, the opportunities and requirements for entrance, and the particular characteristics and needs of the students.

We believe that:

The school should educate and train the students to live effectively in our ever-changing world.

The school should provide, for each student, intensive training toward general and specific job objectives, and setting standards of performance in keeping with the requirements of that particular field of work.

All students should evidence the interest, aptitude, and ability to profit from the specialized instruction, and this should be a condition of entrance into or continuance in a given field of work.

Equal attention should be given in the school program to develop sound character, good citizenship, ability to think critically, and maintain good mental and physical health.

The school must be constantly striving to fulfill its ultimate purpose; that of serving the students and the community. The school should give careful consideration to the needs, interests, and capacities of the students and the educational and technical background, experience, training, and professional interest of the professional staff as they develop a working philosophy of education.

PREFACE

The curriculum format employed by this project is competency based and utilizes the Ocean County Vocational-Technical Schools' curriculum infused model for the teaching of basic skills as part of vocational education. The design demonstrates the relationship of vocationally related skills to communication, mathematics and science knowledge. Proficiences with regard to student outcomes cannot be achieved without mastery in related academic areas. All student outcome objectives are predicated upon entry level skills which reflect the dictates of the job marketplace and industry. In addition, basic skills matrices developed by the district are included. The totality of this package is designed to facilitate the vocational teaching process and to enchance the learning experiences of our students.

POTENTIAL OPPORTUNITY FOR AWARDING ACADEMIC CREDITS FOR STUDENTS AT OCEAN COUNTY VOCATIONAL-TECHNICAL SCHOOL

450 hours - 1 year course at O.C.V.T.S.
900 hours - 2 year course at O.C.V.T.S.
1000 hours - 2 year Beauty Culture course

120 hours per year needed for 5 credits
60 hours per year needed for 2½ credits

COURSE	TOTAL HOURS	HOURS SPENT ON COMMUNICATION SKILLS	HOURS SPENT ON COMPUTATION SKILLS	HOURS SPENT ON SCIENCE	TIME ON OCCUPATIONAL ACTIVITIES IN CLASS OR SHOP
AIR CONDITIONING, REFRIGERATION AND HEATING	900	140	120	120	520
AUTO BODY REPAIR	900	130	120	125	525
AUTOMOTIVE MECHANICS	900	150	120	120	510
AUTOMOTIVE AND DIESEL ENGINE REBUILDING	900	216	126	125	433
BEAUTY CULTURE I AND II	1000	240	120	130	515
BUILDING TRADES	900	135	120	130	515
BUSINESS RELATIONS - MEDIA/MODELING	450	200	60	40	150
CHILD CARE AIDE	900	240	120	122	418
COMMERCIAL ART AND PRINTING	900	120	215	75	580
COMMERCIAL BUILDING CONSTRUCTION (MASONRY)	900	130	125	130	515

POTENTIAL OPPORTUNITY FOR AWARDING ACADEMIC CREDITS FOR STUDENTS AT OCEAN COUNTY VOCATIONAL-TECHNICAL SCHOOL

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120 hours per year needed for 5 credits
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COURSE	TOTAL HOURS	HOURS SPENT ON COMMUNICATION SKILLS	HOURS SPENT ON COMPUTATION SKILLS	HOURS SPENT ON SCIENCE	TIME ON OCCUPATIONAL ACTIVITIES IN CLASS OR SHOP
COMMERCIAL PHOTOGRAPHY & TELEVISION PRODUCTION	900	150	125	80	545
CUSTOM CABINETMAKING	900	130	120	60	590
DENTAL ASSISTING	450	168	65	77	140
DESIGN DRAFTING	900	135	150	165	450
ELECTRICAL TRADES	900	106	120	124	550
FASHION MERCHANDISING	450	200	60	40	150
FOOD SERVICES	900	206	132	125	437
INDUSTRIAL AUTOMATION AND ELECTRONICS	900	129	140	132	499
INTERIOR DESIGN	900	210	130	120	440
LANDSCAPING AND GREENHOUSE TECHNOLOGY	900	125	125	175	475

POTENTIAL OPPORTUNITY FOR AWARDING ACADEMIC CREDITS FOR STUDENTS AT OCEAN COUNTY VOCATIONAL-TECHNICAL SCHOOL

450 hours - 1 year course at O.C.V.T.S.
900 hours - 2 year course at O.C.V.T.S.
1000 hours - 2 year Beauty Culture course

120 hours per year needed for 5 credits
60 hours per year needed for 2½ credits

COURSE	TOTAL HOURS	HOURS SPENT ON COMMUNICATION SKILLS	HOURS SPENT ON COMPUTATION SKILLS	HOURS SPENT ON SCIENCE	TIME ON OCCUPATIONAL ACTIVITIES IN CLASS OR SHOP
MARINE ENGINE AND BOAT SERVICES	900	164	120	125	491
MEDICAL OFFICE RECEPTIONIST/ASSISTANT	450	173	60	77	140
MEDICAL SKILLS AND RELATED HEALTH CAREERS	450	135	65	125	125
MEDICAL SKILLS (ADVANCED)	450	125	60	125	140
PLUMBING AND HEATING	900	140	120	120	520
RECREATIONAL VEHICLE MAINTENANCE AND REPAIR	900	125	130	60	585
T.V. AND COMPUTER REPAIR	900	125	150	175	450
WELDING	900	135	120	100	545

COMMUNICATION SKILLS

Listed below are all courses offered at the Ocean County Vocational-Technical School.
The asterisk indicates that the topic is studied in that curriculum.

COURSE	Functional Reading Skills	Vocabulary	Identifying Main Ideas	Meanings in Context	Inferences	Fact/Opinion Distinction	Signal Words	Parts of Text-book/Manual	Following Directions	Outlining and Note Taking	Interpretation of Maps, Graphs and Charts	Interpretation of Diagrams	Test Taking Skills	Expository Writing Skills	Problem Solving	Spelling	Oral Communications	Study Skills	Resume Writing	Job Application Skills
AIR CONDITIONING, REFRIGERATION AND HEATING	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
AUTO BODY REPAIR	*	*		*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*
AUTOMOTIVE MECHANICS	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
AUTOMOTIVE AND DIESEL ENGINE REBUILDING	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
BEAUTY CULTURE I AND II	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
BUILDING TRADES	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
BUSINESS RELATIONS - MEDIA/MODELING/TRAVEL	*	*	*	*	*	*	*	*	*	*	*	*	*	*		*	*	*	*	*
CHILD CARE AIDE	*	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*
COMMERCIAL ART AND PRINTING CAREERS	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
COMMERCIAL BUILDING CONSTRUCTION (MASONRY)	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
COMMERCIAL PHOTOGRAPHY AND TELEVISION PRODUCTION	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
CUSTOM CABINETMAKING	*	*		*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*
DENTAL ASSISTING	*	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*

COMMUNICATION SKILLS - CONTINUED

COURSE	Functional Reading Skills	Vocabulary	Identifying Main Ideas	Meanings in Context	Inferences	Fact/Opinion Distinction	Signal Words	Parts of Textbook/Manual	Following Directions	Outlining and Note Taking	Interpretation of Maps, Graphs and Charts	Interpretation of Diagrams	Test Taking Skills	Expository Writing Skills	Problem Solving	Spelling	Oral Communications	Study Skills	Resume Writing	Job Application Skills
DESIGN DRAFTING	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
ELECTRICAL TRADES	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
FASHION MERCHANDISING	*	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*
FOOD SERVICES	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
INDUSTRIAL AUTOMATION AND ELECTRONICS	*	*	*		*	*			*	*	*	*	*	*	*	*	*	*	*	*
INTERIOR DESIGN	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
LANDSCAPING AND GREENHOUSE TECHNOLOGY	*	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*
MARINE ENGINE AND BOAT SERVICE	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
MEDICAL OFFICE RECEPTIONIST/ASSISTANT	*	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*
MEDICAL SKILLS AND RELATED HEALTH CAREERS	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
MEDICAL SKILLS (ADVANCED)	*	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*
PLUMBING AND HEATING	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
RECREATIONAL VEHICLE MAINTENANCE AND REPAIR	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
T.V. AND COMPUTER REPAIR	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
WELDING	*	*	*			*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

MATHEMATICS SKILLS

Listed below are all courses offered at the Ocean County Vocational-Technical School. The asterisk indicates that the topic is studied in that curriculum.

COURSE	Whole Numbers	Common Fractions	Decimals	Percentages	Weights and Measurements	Ratio and Proportion	Powers and Roots	Formulas	Estimating	Geometry	Basic Trigonometric Functions	Graphs
AIR CONDITIONING, REFRIGERATION AND HEATING	*	*	*	*	*	*	*	*	*	*	*	*
AUTO BODY REPAIR	*	*	*	*	*	*	*	*	*	*		*
AUTOMOTIVE MECHANICS	*	*	*	*	*	*	*	*	*			*
AUTOMOTIVE AND DIESEL ENGINE REBUILDING	*	*	*	*	*	*	*	*	*	*		*
BEAUTY CULTURE I AND II	*	*	*	*	*	*	*	*	*	*	*	*
BUILDING TRADES	*	*	*	*	*	*	*	*	*	*	*	*
BUSINESS RELATIONS - MEDIA/MODELING/TRAVEL	*		*	*		*			*			*
CHILD CARE AIDE	*	*	*	*	*	*		*	*	*	*	*
COMMERCIAL ART AND PRINTING CAREERS	*	*	*	*	*	*		*	*	*		*
COMMERCIAL BUILDING CONSTRUCTION (MASONRY)	*	*	*	*	*	*	*	*	*	*	*	*
COMMERCIAL PHOTOGRAPHY AND TELEVISION PRODUCTION	*	*	*	*	*	*	*	*	*	*	*	*
CUSTOM CABINETMAKING	*	*	*	*	*	*	*	*	*	*	*	*
DENTAL ASSISTING	*	*	*	*	*	*		*	*			*

SCIENCE SKILLS - CONTINUED

COURSE	HUMAN ANATOMY						ASTRONOMY			CHEMISTRY			PHYSICS					ECOLOGY				
	Cellular Theory	Skeletal System	Muscles	System of Body	Diseases	Psychology	Solar System	Gravity	Weather	Matter	Chemical Reactions	Applied Chemistry	Light	Magnetism	Heat	Magnetism and Electricity	Nuclear Energy	Botany	Food Production	Fuels	Nutrition	Waste Disposal
DESIGN DRAFTING							*	*	*	*		*	*		*	*	*			*		*
ELECTRICAL TRADES							*	*	*	*	*		*	*	*	*	*		*			
FASHION MERCHANDISING	*	*	*	*		*		*		*	*	*	*								*	
FOOD SERVICES					*	*		*	*		*	*	*		*				*		*	*
INDUSTRIAL AUTOMATION AND ELECTRONICS								*		*			*	*	*	*	*			*		
INTERIOR DESIGN		*	*			*	*	*	*	*	*	*	*		*	*						
LANDSCAPING AND GREENHOUSE TECHNOLOGY							*	*	*		*	*	*		*	*		*	*	*	*	*
MARINE ENGINE AND BOAT SERVICE								*	*	*	*	*	*	*	*	*		*		*		
MEDICAL OFFICE RECEPTIONIST/ASSISTANT	N	* O	* T	* A	* V	* A	I	L	A	B	* L	E										*
MEDICAL SKILLS AND RELATED HEALTH CAREERS	*	*	*	*	*	*		*		*	*					*			*		*	*
MEDICAL SKILLS (ADVANCED)	*	*	*	*	*	*		*		*	*					*			*		*	*
PLUMBING AND HEATING					*		*	*	*	*	*	*			*	*		*		*		*
RECREATIONAL VEHICLE MAINTENANCE AND REPAIR	N	O	T	A	V	A	I	* L	A	* B	* L	* E	*	*	*	*				*		*
T.V. AND COMPUTER REPAIR										*	*	*	*	*	*	*				*		
WELDING								*		*	*	*	*	*	*	*				*		

SCIENCE SKILLS

Listed below are all courses offered at the Ocean County Vocational-Technical School. Those listed as "Not Available" do not offer enough hours to qualify for credits in your high school. However, we have noted the skills covered. Those listed with an asterisk after the title are eligible. The asterisk indicates that the topic is studied in that curriculum.

	HUMAN ANATOMY						ASTRONOMY			CHEMISTRY			PHYSICS					ECOLOGY				
COURSE	Cellular Theory	Skeletal System	Muscles	System of Body	Diseases	Psychology	Solar System	Gravity	Weather	Matter	Chemical Reactions	Applied Chemistry	Light	Magnetism	Heat	Magnetism and Electricity	Nuclear Energy	Botany	Food Production	Fuels	Nutrition	Waste Disposal
AIR CONDITIONING, REFRIGERATION AND HEATING							*	*	*	*	*	*		*	*	*				*	*	
AUTO BODY REPAIR								*	*	*	*	*	*	*	*					*		*
AUTOMOTIVE MECHANICS								*		*	*	*	*	*	*	*				*		
AUTOMOTIVE DIESEL AND ENGINE REBUILDING								*		*	*	*		*	*	*	*			*		*
BEAUTY CULTURE I AND II	*	*	*	*	*	*				*	*	*	*		*	*					*	
BUILDING TRADES							*	*	*	*	*	*	*		*	*		*		*		
BUSINESS RELATIONS - MEDIA/MODELING/TRAVEL	N	* O	* T	* A	V	* A	I	L	A	B	L	E										
CHILD CARE AIDE	*	*	*	*	*	*			*		*	*		*	*			*	*		*	*
COMMERCIAL ART AND PRINTING CAREERS	N	O	T	A	V	A	I	* L	A	* B	* L	* E	*		*	*						*
COMMERCIAL BUILDING CONSTRUCTION (MASONRY)	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*		*		*	*	*
COMMERCIAL PHOTOGRAPHY AND TELEVISION PRODUCTION	N	O	T	A	V	* A	I	* L	A	* B	* L	* E	*		*	*						*
CUSTOM CABINETMAKING	* N	O	T	A	V	A	I	* L	A	* B	* L	* E			*			*				
DENTAL ASSISTING	*	*	*	*	*	*				*	*	*	*								*	*

MATHEMATICS SKILLS - CONTINUED

COURSE	Whole Numbers	Common Fractions	Decimals	Percentages	Weights and Measurements	Ratio and Proportion	Powers and Roots	Formulas	Estimating	Geometry	Basic Trigonometric Functions	Graphs
DESIGN DRAFTING	*	*	*	*	*	*		*	*	*	*	*
ELECTRICAL TRADES	*	*	*	*	*	*	*	*	*	*	*	*
FASHION MERCHANDISING	*	*	*	*	*	*		*	*	*		*
FOOD SERVICES	*	*	*	*	*	*		*	*	*		*
INDUSTRIAL AUTOMATION AND ELECTRONICS	*	*	*	*	*	*		*	*	*	*	*
INTERIOR DESIGN	*	*	*	*	*	*		*	*	*		*
LANDSCAPING AND GREENHOUSE TECHNOLOGY	*	*	*	*	*	*		*	*	*	*	*
MARINE ENGINE AND BOAT SERVICE	*	*	*	*	*	*		*			*	*
MEDICAL OFFICE RECEPTIONIST/ASSISTANT	*	*	*	*	*	*	*	*	*	*		*
MEDICAL SKILLS AND RELATED HEALTH CAREERS	*	*	*	*	*	*		*	*	*	*	*
MEDICAL SKILLS (ADVANCED)	*	*	*	*	*	*		*	*	*	*	*
PLUMBING AND HEATING	*	*	*	*	*	*	*	*	*	*	*	*
RECREATIONAL VEHICLE MAINTENANCE AND REPAIR	*	*	*	*	*	*	*	*			*	*
T.V. AND COMPUTER REPAIR	*	*	*	*	*	*	*	*		*	*	*
WELDING	*	*	*	*	*	*		*	*	*	*	*

COURSE OBJECTIVES

1. To prepare students with entry level skills, abilities and knowledge for employment in fashion merchandising.

2. To present 900 hours of instruction and practice in fashion merchandising in accordance with the course curriculum and skill profile outline.

3. To provide a detailed summary evaluation of the proficiency achieved by each student representing the most important content areas presented in the fashion merchandising skill profile.

4. To help each student develop positive attitudes and ideals related to their occupation in fashion merchandising and understand their own capabilities and potential.

5. To instill in each student the need to plan for their professional growth through continuous learning in their chosen occupation.

STUDENT ACTIVITIES

All students enrolled in the Ocean County Vocational-Technical School are encouraged to join Vocational Industrial Clubs of America (VICA). Student activities are infused into each program. Each building has a student government and a student activities program separate from VICA. Additionally, students from each center and every class are encouraged to participate in the VICA Leadership and Job Demonstration Contests which begin in the centers and radiate throughout the district as Ocean County Vocational-Technical School inter school winners are chosen.

Student activities emphasize the basic precepts of VICA, as well as the basic tenets of democracy. Within the context, each of our programs teaches the dignity of work, high standards in trade ethics and safety, and a belief in the free enterprise economic system.

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UNIT: ORIENTATION - FASHION MERCHANDISING

TOPIC: SCHOOL RULES AND REGULATIONS

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. School rules and regulations	A. Student rights and responsibilities B. Student grievance procedures C. Student expectations D. School code of discipline E. Attendance and graduation policy F. Student transfers G. Grading system/report periods H. Accidents I. Bedside instruction J. Cooperative Industrial Education (C.I.E.) K. Driving policy/Driver permit L. Drug and alcohol policy M. Early dismissal procedures N. Lockers/Locker searches O. Student Dress P. School closing procedures Q. Smoking R. Student progress reports S. Telephones T. Theft and theft reporting U. Tools and equipment V. Vocational Industrial Clubs of America (VICA) W. School calendar X. Academic standards Y. Access to student records Z. Adult students' policy AA. Change of address BB. Commendation reports CC. Dismissal time procedures DD. Missing the bus EE. Rights for married students FF. Visitors	A. Note taking B. Filling out forms C. Oral communication D. Test taking skills E. Functional reading skills (Student Handbook)			A. The student will know what is expected of him/her for the school year in order to promote effective learning conditions Written test B. The student will know the standards to be met within the school and classroom Written test

UNIT: ORIENTATION - CONTINUED

TOPIC: STUDENT CONTRACT

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Student contract	A. Good attendance B. Responsibilities when absent C. Use of make-up work form D. Extra help E. All work must be submitted on time F. Organized notebook G. Be prepared daily H. Daily grades I. No gum chewing J. Assigned seat K. No writing on tables or desks L. Work area kept clean M. Attire N. Awards and honors	A. Note taking B. Filling out forms C. Oral communications D. Test taking skills E. Functional reading skills			A. The student will know what is expected of him/her for the school year. B. The student will know the standards to be met within the school and classroom

UNIT: ORIENTATION - CONTINUED

TOPIC: SAFETY

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Safety practices in electricity	A. Use only one plug to each outlet B. Examine cords and plugs regularly C. Receive instruction before using electrical equipment D. To disconnect current, remove plug without pulling on cord E. Avoid wetting electrical cords F. Do not touch any metal while using any electrical apparatus G. Do not handle electrical equipment with wet hands H. Do not attempt to clean around an electrical outlet when equipment is plugged in I. In an emergency, turn off the main switch J. The circuit breaker automatically disconnects any current with a defective appliance			Electricity	

UNIT: INTRODUCTION TO FASHION

TOPIC: DEMOGRAPHICS AND PSYCHOGRAPHICS

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Cut out a fashion advertisement (magazines in class) II. Identify its appeal and the customer group in which the ad seems to be directed III. Evaluate its effectiveness	A. Demographics B. Psychographics C. Consumer income 1. Personal income 2. Disposable income 3. Discretionary income	A. Vocabulary B. Oral communications C. Functional reading skills D. Identifying main ideas			The student will be able to understand and identify the demographic and psychographic factors that influence customer demand for products

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UNIT: INTRODUCTION TO FASHION - CONTINUED

TOPIC: SOCIOLOGICAL AND PSYCHOLOGICAL FACTORS

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Class discussion on current fashions and how they reflect, relate and are influenced by life styles, the economy and current affairs	A. Leisure time 1. Casual living 2. Active sportswear B. Ethnic influences C. Status of women 1. Jobs and money 2. Education D. Social mobility E. Physical mobility F. Wars, disasters	A. Oral communications B. Inferences			The student will be able to understand and identify the sociological and psychological factors that influence customer demand

UNIT: INTRODUCTION TO FASHION - CONTINUED

TOPIC: STAGES IN THE FASHION CYCLE

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Match terms associated with the fashion cycle to the correct definitions II. List economic, technical and personal factors that affect the fashion cycle	A. Introduction B. Rise C. Culmination D. Decline E. Obsolescence	A. Expository writing skills B. Functional reading skills C. Vocabulary D. Meanings in context E. Spelling			The student will be able to apply their knowledge of the fashion cycle to current fashion trends

TOPIC: BIRTH OF A FASHION

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Develop a sequential flow chart showing the relationship and interrelationships between the different segments of the industry and to themselves - the consumer	A. The designer's role B. The manufacturer's role C. The retailer's role	A. Functional reading skills B. Expository writing skills C. Interpretation of charts D. Identifying main ideas E. Meanings in context F. Spelling	Graphs		The student will be able to list and define the different types of activities involved in the design production and distribution of fashion products

TOPIC: SCOPE OF THE FASHION BUSINESS

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. As a visual illustration of the different segments of the fashion industry, find a fashion magazine advertisement that includes the names of a textile producer, an apparel producer and a retailer	A. The primary level B. The secondary level C. The retail level D. The auxiliary level	A. Functional reading skills B. Vocabulary C. Identifying main ideas D. Signal words E. Following directions			The student will be able to demonstrate an understanding of the different fashion industry levels and understand the interrelationship

UNIT: INTRODUCTION TO FASHION - CONTINUED

TOPIC: HISTORY OF WOMEN'S APPAREL INDUSTRY

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Choose one category of women's apparel and research its development II. Oral report to be given in class	A. Growth of ready to wear B. Unionization ILGWU C. Creation of women's apparel 1. Developing a line 2. Producing a line a. manufacturer b. jobber c. contractor D. Categories 1. Outerwear 2. Dresses 3. Sportswear 4. After five 5. Bridal 6. Blouses 7. Uniforms 8. Maternity E. Size ranges 1. Women's 2. Misses 3. Juniors 4. Petites 5. Large sizes F. Price lines 1. Designer 2. Better 3. Moderate 4. Budget	A. Functional reading skills B. Oral communications C. Spelling D. Vocabulary E. Identifying main ideas F. Meanings in context G. Signal words H. Following directions I. Expository writing skills			The student will be able to demonstrate an understanding of the history of the women's apparel industry

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Choose a leading men's fashion designer to show their influence on men's fashions of today II. Oral report to be given in class	A. Slop shops B. Dual distribution C. Amalgamated clothing and textile worker's union D. Organization of the industry 1. Tailored clothing 2. Furnishings 3. Outerwear 4. Work clothes 5. Other (hats, miscellaneous items) E. Importance of name designers F. Sizes - suits 1. Shorts 2. Regulars 3. Longs 4. Extra longs 5. Portlies 6. Portly shorts 7. Big sizes G. Menswear organizations 1. MFA 2. NAMSB 3. MAGIC 4. CMA 5. Big and Tall Association 6. MRA 7. Father's Day Council	A. Functional reading skills B. Expository writing skills C. Oral communications D. Vocabulary E. Signal words F. Following directions G. Spelling			The student will be able to demonstrate an understanding of the history of the men's apparel industry and the leading men's fashion designers of today

TOPIC: ACCESSORY INDUSTRY

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Utilizing examples of various accessories, develop a knowledge of how accessories add to an outfit and what their importance is in the fashion industry	A. Shoes B. Hosiery C. Handbags D. Jewelry E. Gloves F. Millinery G. Scarves	A. Functional reading skills B. Vocabulary C. Signal words			The student will be able to demonstrate an understanding of the major role accessories play in the fashion industry

UNIT: INTRODUCTION TO FASHION - CONTINUED

TOPIC: INTIMATE APPAREL AND COSMETICS

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Utilize examples of several categories of intimate apparel II. Understand the amount of market share this category of merchandise has III. Study the history and development of the cosmetic and fragrance industry and its tremendous share of the market	A. Intimate apparel 1. Foundations 2. Lingerie 3. Loungewear B. Cosmetics and fragrances history and development 1. Trade association 2. Federal cosmetics laws 3. Male cosmetics market 4. Ethnic market 5. International market	A. Functional reading skills B. Study skills C. Vocabulary D. Signal words E. Outlining and note taking F. Spelling			A. The student will be able to identify different classifications of intimate apparel B. The student will be able to demonstrate a knowledge of the history and development of the cosmetic and fragrance industry

UNIT: INTRODUCTION TO FASHION - CONTINUED

TOPIC: DOMESTIC AND FOREIGN FASHION MARKETS

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Study the different fashion markets in the United States and their importance to the buyer II. Study the various foreign markets and their role in the fashion industry	A. Market terminology 1. Market 2. Market center 3. Mart 4. Market weeks 5. Trade shows 6. Garment district 7. Sales representative 8. Market calendar 9. Regional markets a. New York b. Los Angeles c. Dallas d. Miami e. Atlanta f. Chicago B. Foreign markets 1. France 2. Italy 3. Great Britain 4. Scandinavia 5. West Germany 6. Latin America 7. Canada 8. Japan 9. Hong Kong 10. Korea 11. Taiwan 12. India 13. China	A. Functional reading skills B. Study skills C. Vocabulary D. Identifying main ideas E. Signal words F. Outlining and note taking G. Expository writing skills H. Spelling			The student will be able to list the major domestic and foreign markets for fashion buyers

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	A. Stock person B. Merchandise clerical C. Salesperson D. Assistant to fashion coordinator E. Trainee F. Assistant to copywriter G. Display assistant H. Showroom sales assistant I. Office "follow-up" J. Flying squad K. Advertising assistant L. Photo stylist M. Salesman's assistant N. Comparison shopper O. Merchandise distributor P. Shopper	A. Vocabulary B. Note taking			The student will be able to list and define the entry level positions in the retail field and what their responsibilities are in a company

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	A. Head of stock B. Assistant buyer C. Associate buyer D. Department manager E. Buyer F. Sales manager G. Fashion coordinator H. Copywriter I. Display manager J. Salesman K. Customer relations manager L. Security manager M. Receiving/shipping manager N. Divisional merchandise manager O. General merchandise manager P. Comparison office manager Q. Advertising manager R. Group manager S. Service manager	A. Vocabulary B. Note taking			The student will be able to list and describe the advanced positions in the retail field and what their responsibilities are in a company

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. During class discussion, students will give their opinions of which type of retail store they might like to work in, what divisions and why	A. History and development 1. General stores 2. Peddlers 3. Mail order B. Organizational structure of retail firms 1. Finance and control 2. Merchandising 3. Sales promotion 4. Operations C. Merchandising policies 1. Quality 2. Price range 3. Depth and breath of assortments 4. Brand names 5. Exclusivity D. Department stores E. Specialty stores F. Chain stores G. Discount stores H. Variety stores I. Leased departments J. Franchises K. Boutiques L. Direct selling M. Trends in retailing 1. Mergers and acquisitions 2. Off-price retailing 3. Factory outlet stores 4. Catalogs 5. Video shopping 6. Private labels 7. Direct mail	A. Oral communications B. Vocabulary C. Inferences D. Fact/Opinion distinction			The student will be able to recognize the different types of fashion retailers, their operational characteristics and their importance in the distribution of fashion products

UNIT: RESIDENT BUYING OFFICES AND AUXILIARY SERVICES

TOPIC: RESIDENT BUYER'S BULLETINS

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Utilize examples of resident buyer's bulletins that are sent to store buyers II. Select a topic and create a resident bulletin III. Discuss and evaluate each bulletin	Types of resident buying offices 1. Independent a. salaried b. commission 2. Store-owned a. associated b. syndicate c. private 3. Merchandising services a. current market information b. buyer clinics c. central merchandise d. group purchases e. order placement f. private label programs 4. Sales promotion services 5. Operations and research services 6. Personnel services 7. Over seas services	A. Functional reading skills B. Expository writing skills C. Vocabulary D. Identifying main ideas E. Meanings in context F. Fact/Opinion distinction G. Signal words H. Following directions I. Outlining and note taking J. Spelling K. Oral communications			The student will be able to list and describe the merchandising techniques used in resident buying offices

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Utilizing a trade publication, give an oral report to the class including the following information A. Type of information B. To whom this publication would be of interest to C. How this information or service would be of interest to retailers, producers or consumers II. Evaluate the importance of each in the fashion industry	A. Fashion magazines 1. Reporting and interpretating 2. Editorial credit 3. Trend information B. Trade publications 1. WWD 2. Fashion Accessories and Footwear News 3. Stores 4. Chain Store Age 5. Textile World 6. DNR	A. Functional reading skills B. Oral communications C. Vocabulary D. Identifying main ideas E. Fact/Opinion distinction F. Signal words G. Following directions H. Expository writing skills I. Spelling			The student will be able to list and describe the similarities and differences of various trade publications

UNIT: APPLIED MERCHANDISING - "RUNNING A CLASS STORE"

TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Make a detailed list of all the activities that will be required to run a class store and classify them as A. Buying B. Personal selling C. Sales promotion D. Store operations E. Finance	A. Initial planning 1. Type of merchandise a. home craft b. resale merchandise c. flea market type d. consignment 2. Source of supply 3. Depth and breath of assortment 4. Location of store 5. Store hours 6. Layout 7. Fixtures 8. Investment capital 9. Divisions of responsibility 10. Store name 11. Policies B. Responsibilities 1. Buying a. acquiring merchandise b. determining prices c. inventory control d. identification of all items 1.0 style number 1.1 price 1.2 size e. recording of sales 1.0 daily 1.1 weekly 2. Sales promotion a. determining media b. preparation c. maintenance of display d. special events 3. Operations a. maintenance of supplies b. handling merchandise c. supervision 4. Finance team a. handling money b. bookkeeping 5. Selling team a. sales and service b. inventory c. care of stock	A. Functional reading skills B. Vocabulary C. Expository writing skills D. Spelling	A. Percentages B. Whole numbers C. Decimals D. Proportions E. Formulas F. Estimating		A. The student will be able to set up a "class store" in the classroom B. The student will be able to undertake a specific job responsibility

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	Supplies 1. Fabric swatches 2. Pick glass 3. Ashtray 4. Matches 5. Small candles 6. Tweezers 7. Acetone 8. Hand looms 9. Yarn 10. Paint brushes (small) 11. Muslin 12. Acrylic paint				

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	Basic textile terms 1. Textile 2. Fabric 3. Fiber 4. Yarn 5. Woven 6. Knit 7. Non-woven 8. Dyeing 9. Printing 10. Finishing	A. Outlining and note taking B. Vocabulary C. Signal words D. Spelling E. Test taking skills			The student will be able to pass a written test on basic textile concepts with a score of at least 70% accuracy

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Testing fabric samples for fiber identification	A. The "burning list" is used only as a rough analysis to determine fiber content 1. Plastic 2. Cellulose 3. Protein 4. Mineral B. The student will observe 1. Flame 2. Odor 3. Residue	A. Outlining and note taking B. Vocabulary C. Spelling D. Test taking skills		A. Cellulose fibers 1. Burn readily 2. Glowing ember B. Protein fibers 1. No ember 2. Self extinguishes C. Plastic fibers 1. Melts 2. Drips D. Mineral fibers 1. Melts 2. Will not burn E. Chemical reactions F. Applied Chemistry	The student will be able to perform a burning test on sample fabric swatches to determine the nature of the fiber

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Utilizing ten fabric swatches, determine warp from filling	A. When there are more yarns in one direction than the other, the greater number is the warp B. Warp yarns run parallel to the selvage C. Stripes run warp wise D. Novelty yarns run filling wise E. When color is used in one direction and white in the other, the color is the warp F. Cords run warp wise G. Rubs run filling wise H. In velvet, the yarn that holds the pile runs filling wise J. Loops in terry run warp wise	A. Vocabulary B. Expository writing skills C. Outlining and note taking D. Following directions E. Signal words F. Test taking skills	A. Whole numbers B. Formulas C. Estimating		The student will be able to identify the warp from filling on frabric swatches

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Utilizing ten fabric swatches, determine the face from the back of the fabric	A. Printed designs are more vivid in the face B. Satins are more shiny on the face C. Pile fabrics, such as velvet, have the pile in the face D. Ribs or cords are more pronounced on the face E. Novelty yarns have more texture in the face F. Flock-printed dotted swiss has the dots on the face G. Woven fabrics are usually folded with the face in the bolt H. Cotton is folded with the face out in bolts I. Reversible fabrics have the same face and back	A. Outlining and note taking B. Vocabulary C. Expository writing skills D. Test taking skills			The student will be able to determine the face from the back on common fabrics during a performance test

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Utilizing a glass pick, analyze specific swatches for their characteristics	A. The pick glass is used to examine fabrics under low magnification and to determine the "count of cloth" B. Use fabric numbers one through ten C. Examine the surface of the fabrics D. Remove a strand of yarn from each swatch and untwist it	A. Outlining and note taking B. Expository writing skills C. Vocabulary D. Test taking skills	The count of cloth is equal to the number of lengthwise yarns and the number of crosswise yarns per inch of woven cloth		A. The student will be able to demonstrate an understanding of the difference between a fiber and a filament Performance test B. The student will be able to differentiate between single ply and two ply yarns C. The student will be able to identify the basic types of woven, knitted and non-woven fabrics D. The student will be able to identify the types of dyeing, printing and finishing processes E. The student will be able to pass a written test with at least 70% accuracy

TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	A. Natural fibers are fibers that occur naturally and have textile utility B. Basic origin 1. Vegetable (cotton) 2. Animal (wool) 3. Mineral (asbestos) C. Properties of cotton 1. Skin comfort 2. Mildew 3. Static electricity 4. Pilling 5. Easy care 6. Durability D. Properties of wool 1. Insulation 2. Resiliency E. Properties of silk 1. Strong 2. Body comfort 3. Insulator 4. Sensitive to perspiration	A. Outlining and note taking B. Expository writing skills C. Vocabulary D. Functional reading skills		Chemical similarity of natural fibers 1. Cellulosic fibers (vegetable) 2. Protein fibers (animal) 3. Mineral fibers (mineral)	

TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	A. Manufactured or "synthetic" fibers indicate that the chemical and physical characteristics of a fiber are the result of controlled engineering B. Three classifications 1. Cellulosic 2. Cellulose esters 3. Petroleum plastics C. Examples 1. Rayon 2. Acetate 3. Triacetate 4. Acrylic 5. Nylon 6. Glass 7. Rubber 8. Polyester 9. Spandex	A. Outlining and note taking B. Expository writing skills C. Vocabulary D. Spelling E. Signal words			A. The student will be able to demonstrate an understanding of the concept of "man made" or "synthetic" fibers B. The student will be able to demonstrate an understanding of the three classifications of manufactured fibers

TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	A. Types of yarns 1. Single yarn 2. Ply yarn 3. Cord 4. Covered yarns 5. Core-spun yarns 6. Blended yarns 7. Mixed yarns 8. Textured or texturized 9. Air bulked 10. Novelty 11. Metallic B. Yarn manufacture 1. Spun yarns 2. Filament yarns 3. Crepe yarns	A. Outlining and note taking B. Expository writing skills C. Vocabulary D. Spelling			The student will be able to demonstrate an understanding of the basic types of yarns and how they are manufactured

UNIT: FABRIC CONSTRUCTION

TOPIC: WEAVING

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Construction of designs on point paper for weaves A. Plain B. 2 x 2 basket C. 2/1 left-hand twill D. 2/2 right-hand twill E. Herringbone F. Satin G. Sateen II. Utilizing a cardboard loom, needle and yarn, weave a fabric sample	A. Weaving - two systems of yarn are interlaced at right angles B. Types of weaving 1. Plain weave 2. Twill weave 3. Satin weave 4. Basic weave	A. Outlining and note taking B. Expository writing skills C. Vocabulary D. Spelling	A. Ratio and proportion B. Whole numbers		A. The student will be able to demonstrate an understanding of the basic principles of weaving B. The student will be able to construct a graphic design

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	A. Two general categories of knitting 1. Weft knitting 2. Warp knitting B. Types of stitches 1. Purl stitch 2. Knit stitch 3. Plain stitch 4. Miss stitch C. Three basic forms of weft knitting 1. Jersey knits 2. Rib knits 3. Pure knits D. Warp knitting 1. Trecot knitting 2. Raschel knitting	A. Vocabulary B. Outlining and note taking C. Expository writing skills D. Spelling			A. The student will be able to demonstrate an understanding of the two basic types of knitting 1. Weft 2. Warp B. The student will be able to identify different types of stitches on various fabric swatches

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	A. Non-woven textiles are fabrics made directly from fibers and without yarns B. Two groups of non-woven textiles 1. Spun bonded 2. Bonded webs	A. Vocabulary B. Outlining and note taking C. Expository writing skills D. Spelling			The student will be able to demonstrate an understanding of the utilization and general properties of non-woven fabrics

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	A. Block printing supply list 1. Linoleum block 2. Textile colors 3. Extendor 4. Block print extendor 5. Cutting tools 6. Fabric 7. Brayer 8. Turpentine 9. Large container B. Tie dyeing supply list 1. Soft cloth 2. String and/or thread 3. Needle 4. Bleach 5. Dye 6. Marbles, pebbles and/or buttons 7. Vinegar 8. Salt 9. Large container (enamel) 10. Rubber gloves C. Batch supply list 1. Tjanting needle 2. Bristle brush 3. Wax (batch) 4. Cotton fabric 5. Stretcher frame 6. vinegar 7. Salt 8. Rubber gloves 9. Paper towels				

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Utilizing five fabric swatches, determine the correct method of dyeing or printing used	A. Color is imparted to textiles by one of two means 1. Dyeing 2. Printing B. Methods of dyeing 1. Solution 2. Stock 3. Yarn 4. Piece C. Methods of printing 1. Roller 2. Stencil 3. Screen 4. Rotary screen D. Special prints E. Craft printing 1. Tie-dye 2. Block F. Heat transfer printing	A. Vocabulary B. Outlining and note taking C. Expository writing skills D. Spelling		Chemical reactions	A. The student will be able to define and describe the different methods of dyeing and printing B. The student will be able to determine the method of dyeing or printing used on particular fabric swatches

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	Most commonly used finishes 1. Calendering 2. Glazing 3. Embossing 4. Napping 5. Weighting 6. Crease resistant 7. Durable pressing 8. Heat setting 9. Fulling 10. Beetling 11. Mercerizing 12. Shrinkage control 13. Water resistant 14. Fire resistant	A. Vocabulary B. Outlining and note taking C. Expository writing skills D. Spelling		Chemical reactions	The student will be able to demonstrate a knowledge of the most commonly used finishing processes and why they are used

UNIT: LAWS AND REGULATIONS

TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Utilizing samples of clothing tags and labels, identify the fibers and care instructions	A. Textile regulations in general 1. Only apply in the United States 2. Law only apply to retail sales 3. Responsibility lies with the retailer B. Flammable Fabrics Act C. Textile Fiber Products Identification Act D. Care label	A. Vocabulary B. Outlining and note taking C. Expository writing skills D. Spelling E. Identifying main ideas		Chemical reactions	The student will be able to identify and explain the major laws and regulations governing the textile industry

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	A. Mannequins B. Fabric backdrops C. Foam core D. Paint, brushes and paint remover E. Construction paper F. Wire G. Colored acetate H. Flashlights				

UNIT: VISUAL MERCHANDISING AND DISPLAY - CONTINUED

TOPIC: THE EXTERIOR OF THE STORE

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Select a local store or shop that has a pleasing exterior and give a written and oral report	A. Signs B. Marquees C. Outdoor display 1. Outdoor lighting 2. Banners 3. Planters 4. Awnings D. Windows in store - front design 1. Straight front 2. Angled front 3. Arcaded front 4. Corner window	A. Vocabulary B. Outlining and note taking C. Spelling D. Oral communications	Ratio and proportion	Physics - light	A. The student will be able to demonstrate a knowledge of the different types of exterior store fronts 1. Written report 2. Oral report B. The student will be able to distinguish between store fronts that are eye appealing and those that are not 1. Written report 2. Oral report

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Utilize two lists of stores in the area A. List of "better" shops or boutiques B. List of "popular" stores II. Select one store from each list and evaluate and compare the window displays and store presentation of each	A. Closed back windows 1. Floor 2. Back of window 3. Ceiling 4. Side walls 5. Proscenia 6. Masking B. Open back windows C. Island windows D. Shadow boxes E. Special windows 1. Elevated windows 2. Deep windows 3. Tall windows	A. Vocabulary B. Outlining and note taking C. Spelling D. Following directions E. Inferences	Ratio and proportion		The student will be able to demonstrate a knowledge of the construction of window displays and be able to evaluate actual store displays based on this knowledge 1. Written report 2. Oral report

UNIT: VISUAL MERCHANDISING AND DISPLAY - CONTINUED

TOPIC: STORE INTERIORS - WHERE TO DISPLAY

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Visit a department or large specialty store as a group and record every location where merchandise is displayed II. Written report to contain correct terms which describe the display as covered in previous units	A. Island displays - platforms B. Counters and display cases 1. Museum cases 2. Demonstration cubes C. Ledges D. Shadow boxes E. Enclosed displays F. Columns G. Fascia H. T-walls I. One hundred percent traffic areas	A. Vocabulary B. Outlining and note taking C. Spelling D. Identifying main ideas E. Signal words			A. The student will be able to demonstrate a knowledge of the different types of store interior displays B. The student will be able to identify interior displays using the correct terminology to describe them

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	A. Physical and psychological reactions to color - the color families B. Color mixing C. Color schemes 1. Analogous or adjacent colors 2. Complementary colors 3. Contrast 4. Monochromatic colors 5. Neutral colors D. Using color to promote color E. Color: a recap F. Texture	A. Outlining and note taking B. Vocabulary C. Spelling		A. Psychology B. Chemical reactions C. Light	A. The student will be able to define and describe what colors compliment each other B. The student will be able to use a color wheel properly

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Construct shadow boxes and cut out "mannequins" from fashion magazines II. Using two flashlights covered with acetate, show what happens to merchandise when the color of the light changes	A. The color of light B. General or primary lighting 1. Fluorescent lighting 2. Incandescent lighting 3. High intensity lighting C. Secondary lighting D. Colored light filters E. Shadows F. Suggestions for using light effectively	A. Vocabulary B. Outlining and note taking C. Spelling		A. Psychology B. Light	A. The student will be able to define and describe the different types of lighting B. The student will be able to use lighting effectively

UNIT: VISUAL MERCHANDISING AND DISPLAY - CONTINUED

TOPIC: LINE AND COMPOSITION

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Cut out clippings of magazine ads which use A. Repetition B. Symmetrical balance C. Asymmetrical balance D. Contrast	A. Line 1. Vertical lines 2. Horizontal lines 3. Curved lines 4. Diagonal lines B. Composition 1. Balance 2. Dominance 3. Contrast 4. Proportion 5. Rhythm 6. Repetition	A. Vocabulary B. Outlining and note taking C. Oral communications	A. Geometry B. Measurement C. Fractions D. Whole numbers E. Proportion		A. The student will be able to demonstrate a knowledge of the importance of line and composition B. The student will be able to identify the proper use of line and composition

TOPIC: MANNEQUINS AND DIMENSIONAL FORMS

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Visit at least five different stores and note the type of mannequin used and its effectiveness	A. Selecting a mannequin B. Types of mannequins 1. Realistic 2. Semi realistic 3. Semi abstract 4. Abstract 5. Headless 6. Three-quarter forms C. Alternatives to mannequins 1. Soft sculptured 2. Articulated artists figures 3. Dressmaker forms 4. Cutout figures 5. Inflatables 6. Other forms	A. Vocabulary B. Outlining and note taking C. Oral communications D. Expository writing skills E. Meanings in context F. Spelling G. Following directions H. Signal words I. Identifying main ideas	A. Geometry B. Ratio and proportion		A. The student will be able to identify and describe the different types of mannequins B. The student will be able to use the proper mannequin to achieve the best end result and effectiveness

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Ability to dress a mannequin II. Properly sized outift and accessories must be supplied	A. Dressing a mannequin B. Rigging a suit C. Forms and customer attitudes				The student will be able to dress a mannequin properly

UNIT: VISUAL MERCHANDISING AND DISPLAY - CONTINUED

TOPIC: EUROPEAN DISPLAY TECHNIQUES

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Using only a regular hanger and tissue, dress a complete figure II. Using a panel of foam core as background, pin up a completely accessorized outfit III. Working with picture frames of assorted shapes and sizes, create a wall arrangement of related merchandise	A. Lay down techniques B. Pin up techniques C. Flying techniques		Ratio and proportion		The student will be able to demonstrate other display techniques

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Working in teams of two or three, submit a display window plan II. With instructor's approval, construct a window display according to plan	Display window plan 1. Window layout 2. Materials needed 3. Color scheme 4. Theme	A. Vocabulary B. Following directions C. Outlining and note taking D. Interpretation of diagrams E. Spelling	A. Whole numbers B. Estimating C. Geometry	A. Psychology B. Gravity C. Matter D. Light	The student will be able to demonstrate a knowledge of planning and constructing a window display

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	A. Window fixtures 1. Stands 2. Platforms and elevations 3. Costumers, valets and drapers 4. Easels 5. Pipe racks B. Counter fixtures 1. Assorted counter fixtures 2. "Pilfer-proof" fixtures C. Ledge fixtures D. Floor and free standing fixtures 1. Counters and showcases 2. Round racks 3. T-stands 4. Quad racks or four way face outs E. Selecting a fixture 1. Appearance 2. Construction 3. End use 4. Upkeep 5. Finishes	A. Vocabulary B. Outlining and note taking C. Spelling			The student will be able to demonstrate a knowledge of the different types of window, counter, ledge and floor fixtures used in a store

UNIT: VISUAL MERCHANDISING AND DISPLAY - CONTINUED

TOPIC: DRESSING FIXTURES

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	A. T-stands B. Stock holders 1. Quad rack 2. Round rack C. Back wall D. Gindolas E. Aisle tables	A. Vocabulary B. Outlining and note taking C. Spelling			The student will be able to demonstrate an understanding of the different types of dressing fixtures used in stores

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	A. Types of systems 1. Hollow tubes with finger fittings 2. Clamps 3. Extruded uprights 4. Slotted joiners 5. Slotted uprights B. Selecting a system 1. Looks 2. End use 3. Construction 4. Adaptability 5. Price	A. Vocabulary B. Outlining and note taking C. Spelling			The student will be able to identify and describe the different types of systems used by stores and the criteria for selection

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Visit a local shopping area or mall and find, list and describe a window display that is an example of A. One-item display B. Line of goods display C. Related merchandise display D. Variety display	A. Types of displays 1. One-item 2. Line of goods 3. Related merchandise 4. Variety, assortment 5. Promotional 6. Institutional B. Types of display settings 1. Realistic 2. Environmental 3. Semi realistic 4. Fantasy 5. Abstract C. Buildups	A. Expository writing skills B. Vocabulary C. Identifying main ideas D. Following directions		Psychology	The student will be able to identify and describe the different types of displays and display settings used by stores

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Contact a local store and get permission to measure the actual selling floor of the shop II. Prepare a carefully drawn floor plan of the existing shop in a scale of 1/8" equals 1' III. Prepare an overlay with a fixture plan of the shop IV. Add any structural changes on the overlay	A. Scale B. Drawing a floor plan - materials needed C. Reading a floor plan - basic symbols D. Store planning symbols D. Other types of dimensional drawings	A. Vocabulary B. Outlining and note taking C. Spelling D. Interpretation of floor plans E. Following directions	A. Measurements B. Whole numbers C. Common fractions		A. The student will be able to define and describe the meaning of scale B. The student will be able to read a floor plan C. The student will be able to make an actual floor plan of a store

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. An advertising or promotional executive from a local department store will come and explain the actual planning of a storewide promotion; the student will follow the promotion in the newspaper, take notes on window and interior displays that are part of the promotion and make a written and oral report	A. The display calendar B. Planning a display C. The visual merchandiser's part in the store promotion - scheduling the promotion	A. Vocabulary B. Outlining and note taking C. Functional reading skills D. Identifying main ideas E. Meanings in context F. Signal words G. Following directions H. Oral communications I. Spelling			The student will be able to utilize a display calendar and all that is involved in planning a storewide promotion

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Plan a display for each of the following A. Childrens' shoes B. Mens' ties C. Womens' sweaters D. Handbags E. Jeans	A. Color B. Lighting C. Line composition D. Scale E. Contrast F. Repetition G. Humor H. Mirrors I. Nostalgia J. Motion K. Surprise and shock L. Props	A. Vocabulary B. Spelling	A. Measurements B. Ratio and proportion C. Geometry D. Whole numbers E. Fractions	A. Psychology B. Gravity C. Matter D. Light	The student will be able to demonstrate a knowledge of different types of attention getting devices in planning an effective display

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. List as many symbols, colors and designs for a quick graphic recognition of the following holidays or events A. Valentine's Day B. Easter C. Spring D. Mother's Day E. Father's Day F. Graduation G. Bridal H. Swim wear I. Fall J. Back to school K. Christmas	A. Anniversaries B. Back to school C. Bridals D. Career fashions E. Christmas F. Clearance sales G. Cruise, resort H. Easter I. Fall J. Father's Day K. Formals - New Year's Eve L. Lingerie M. Mother's Day N. Patriotic O. Spring P. Valentine's Day	A. Vocabulary B. Spelling C. Identifying main ideas D. Inferences E. Signal words		Psychology	The student will be able to describe and utilize the symbols, colors and designs associated with the most popular holidays and events

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Write three or four headlines or catch phrases that can be used on store posters for the following events A. Mother's Day B. Valentine's Day C. Pre-Christmas sale	A. Color and contrast B. Poster and card size C. Types of informational signs and cards D. Signage techniques 1. Silkscreening 2. Sign machines 3. Other	A. Vocabulary B. Spelling C. Identifying main ideas D. Expository writing skills E. Signal words F. Following directions		Psychology	The student will be able to demonstrate and understanding of the importance of proper signing

UNIT: VISUAL MERCHANDISING AND DISPLAY - CONTINUED

TOPIC: POINT-OF-PURCHASE DISPLAY

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Select a newspaper or magazine ad for a new product and plan a point-of-purchase campaign II. Present the following for the client's approval A. The ad B. An overhead or window sign C. A window or shadow-box display D. Any other material that might enhance the promotion	A. Types of point-of-purchase displays 1. Outdoor displays 2. Counter displays 3. Floor fixtures 4. Accessories 5. Media tie-in B. Some points to consider when designing a point-of purchase display 1. Counter space 2. Product identification 3. Customer involvement 4. Shipping and assembly 5. Light and motion C. Construction D. Processes used in production 1. Printing 2. Die, cutting and scoring 3. Cut away or bandsaw E. Dimensional effects 1. Applique 2. Layering 3. Embossing 4. Vacuum forming	A. Vocabulary B. Functional reading skills C. Meanings in context D. Signal words E. Following directions F. Expository writing skills G. Spelling H. Oral communications	A. Whole numbers B. Fractions C. Measurements D. Estimating E. Graphs	A. Psychology B. Light	A. The student will be able to define the term point-of-purchase B. The student will be able to identify the different types of point-of-purchase displays C. The student will be able to plan a point-of-purchase campaign

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	A. Measuring tools and aids 1. Tape measure 2. Yardstick 3. Hem gauge 4. Seam gauge 5. Transparent ruler 6. Skirt marker 7. French curve 8. Hip curve 9. Dressmaker's gauge 10. Cutting board B. Pinning tools C. Cutting tools and aids 1. Sewing scissors 2. Shears 3. Pinking shears 4. Embroidery scissors 5. Buttonhole scissors 6. Electric scissors 7. Seam ripper D. Marking tools and aids 1. Tracing wheel 2. Tailor's carbon paper 3. Tailor's chalk 4. Tailor's pencil 5. Tailor's tacker 6. Darning thread and needle E. Pressing tools and aids 1. Iron 2. Ironing board 3. Pressing cloth 4. Tailor's ham 5. Press mit 6. Sleeve board 7. Point presser 8. Needle board 9. Pressing pad 10. Pounder block 11. Sponge 12. Clothes brush F. Stitching and turning tools 1. Hand sewing needles 2. Needle threader 3. Thimble 4. Pointer 5. Bodkin 6. Loop turner	A. Outlining and note taking B. Expository writing skills C. Vocabulary D. Spelling			A. The student will be able to demonstrate an understanding of all the basic sewing tools and aids B. The student will be able to use all sewing tools and aids properly

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	A. Thread B. Tapes and trims C. Elastic D. Belting and waistband stiffeners E. Fusibles F. Fasteners 1. Zippers 2. Snaps 3. Buttons 4. Hooks and eyes 5. Buckles 6. Nylon tape	A. Outlining and note taking B. Vocabulary C. Expository writing skills D. Spelling			The student will be able to identify and describe teh basic sewing notions and their use

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Identify parts of a sewing machine utilizing a handout (diagram of a sewing machine)	A. Types of sewing machines B. Purpose of sewing machine C. Basic parts of sewing machine D. Machine cleaning	A. Outlining and note taking B. Vocabulary C. Expository writing skills D. Spelling E. Identifying main ideas F. Signal words G. Interpretation of diagrams	Measurement - conversion of inches, feet and yards to metric measures		A. The student will be able to identify and describe the basic parts of a sewing machine B. The student will be able to demonstrate an understanding of metric conversions

UNIT: BASIC SEWING - CONTINUED

TOPIC: PATTERNS

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Taking of each other's measurements II. Reading of sewing patterns	A. Taking accurate measurements B. Finding proper size and figure type of self C. Buying a pattern D. Pattern ease E. Pattern envelope front F. Pattern envelope back G. Pattern guidesheets H. Pattern symbols I. Pattern preparation J. Pattern adjustments	A. Outlining and note taking B. Vocabulary C. Spelling	A. Measurements B. Ratio and proportion C. Whole numbers D. Common fractions		The student will be able to demonstrate how to buy and read a pattern

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Utilizing a woven, knit and non-woven fabric, show grain of each	A. Fabric grain B. Woven fabrics and grain C. Knit fabrics and grain D. Non-woven fabrics and grain E. Fabric widths F. Tips on buying fabrics 1. Defects 2. Napped fabrics 3. Plaids 4. Prints 5. Stripes 6. Knits	A. Outlining and note taking B. Vocabulary C. Spelling			A. The student will be able to demonstrate how to determine the grain of a fabric B. The student will be able to demonstrate an understanding of the difference between woven, knit and non-woven fabrics C. The student will be able to demonstrate knowledge on how to purchase fabrics

UNIT: BASIC SEWING - CONTINUED

TOPIC: LAYOUT, CUTTING AND MARKING

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Buying a pattern and material (possible visitation to a fabric store as a class trip) II. Perform all steps necessary to layout, cut and mark patterns	A. Straighten fabric ends B. Preshrink fabric C. Straighten grain D. Follow cutting guide E. Fold fabric lengthwise F. Fold fabric crosswise G. Pin pattern pieces H. Pattern layout I. Cutting fabric J. Transfer symbols	A. Outlining and note taking B. Vocabulary C. Interpretation of graphs	A. Measurements B. Whole numbers C. Common fractions D. Decimals E. Graphs	Psychology	The student will be able to demonstrate an understanding of how to layout a pattern, pin it and cut it properly

UNIT: BASIC SEWING - CONTINUED

TOPIC: MACHINE STITCHING BASICS

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	A. Machine stitch lengths B. Staystitching C. Directional stitching D. Stitching standard seams E. Pin basting F. Stitching 7. Special seam treatments	A. Vocabulary B. Outlining and note taking C. Spelling			The student will be able to operate a sewing machine properly B. The student will be able to demonstrate knowledge of the different types of stitches on the sewing machine C. The student will receive a certificate stating his/her knowledge and proper use of a sewing machine

UNIT: BASIC SEWING - CONTINUED

TOPIC: PRESSING

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Safety and care precautions taken when using pressing equipment	A. Pressing equipment B. Pressing basics for a professional look C. Three ways to press a seam D. Checklist for pressing E. Tips for safety and care of pressing equipment	A. Outlining and note taking B. Vocabulary		A. Heat B. Electricity	The student will be able to demonstrate a knowledge of the importance of pressing a seam while being sewn to give the finished garment a more professional look

UNIT: BASIC SEWING - CONTINUED

TOPIC: FITTING

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Utilizing a garment that does not fit properly, student will do the proper pinning and sewing to make garment fit correctly	A. What is a good fit? B. How much ease? C. Know one's own figure D. Fit garment as it is being sewn	A. Outlining and note taking B. Following directions	A. Measurements B. Estimating		The student will be able to fit a garment properly

UNIT: BASIC SEWING - CONTINUED

TOPIC: CONSTRUCTION GUIDEBOOK

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	Construction terms 1. Alterations 2. Vertical adjustments 3. Horizontal adjustments 4. Shoulder area adjustments 5. Bodice adjustments 6. Buttons 7. Buttonholes 8. Casings 9. Collars 10. Cuffs 11. Darts 12. Elastic 13. Facing 14. Hems 15. Linings 16. Necklines 17. Plackets 18. Pleats and tucks 19. Pockets 20. Seams 21. Sleeves 22. Waistbands 23. Yokes 24. Zippers	A. Vocabulary B. Outlining and note taking C. Spelling			The student will be able to define and describe all the basic construction terms associated with sewing

UNIT: FASHION ILLUSTRATION

TOPIC: CAREERS THAT REQUIRE SKETCHING

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	A. Designers - sketch ideas so they can be interpretated by a pattern maker B. Illustrators - emphasize the style details so they can enhance the original design concept C. Buyers - make picture notes of garments they are purchasing	A. Outlining and note taking B. Vocabulary C. Spelling			The student will be able to list and describe the careers in the fashion industry that require a knowledge of sketching

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	A. Sketch pad - 14" x 17" B. #2 soft lead pencil C. Tracing paper D. Colored pencils E. Ruler F. Kneaded erasers G. Matt knives H. Illustration board I. Easel				

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	Successful design 1. Capture the interest of the viewer 2. Direct the eye toward the most important element on the page 3. Support the center of interest with explanatory print areas or descriptive material 4. Reinforce the subject matter with an appropriate format 5. Avoid the opposing excesses of monotony and confusion through careful planning of the positive images and negative space	A. Outlining and note taking B. Vocabulary 1. Contrast 2. Value 3. Line 4. Form 5. Rhythm 6. Unity 7. Balance		Psychology	

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Drawing a proportional fashion figure	A. Drawing is a repetitive process - students must concentrate on one part of the body at a time and master each B. Student will be shown how to draw 1. Side torso 2. Back torso 3. Structure of the legs and feet 4. Structure of the hand 5. Facial proportions 6. The profile face 7. Drawing hair 8. Typical poses		A. Measurement - using the ruler B. Whole numbers C. Fractions D. Estimating E. Ratio and proportion	A. Skeletal system B. Muscles	The student will be able to illustrate a fashion figure in proper proportion

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Drawing the eight head figure	A. Today's ideal figure for showing apparel is a tall (5' 7" - 5' 11"), slender, athletic, young woman - size six to ten B. In fashion drawing the total body length is eight times the length of the head	A. Outlining and note taking B. Vocabulary	A. Measurement - using a ruler B. Estimating C. Whole numbers D. Fractions	Skeletal system	The student will be able to draw an eight head fashion figure in a sketchbook

TOPIC: DRAWING FROM A TRUE MODEL

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Drawing from a live model	A. Study the pose B. Analyze the slant of the shoulder and the hip bones C. Determine which leg is supporting the major weight load D. Draw an imaginary axial line	A. Vocabulary 1. Torso 2. Croqius 3. Axial line B. Spelling	A. Estimating B. Measurements C. Whole numbers D. Fractions	A. Skeletal system B. Muscles	The student will be able to sketch a body in proportion by looking at a live model

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Draw a garment emphasizing each of the vocabulary terms listed	A. Fit - the way a garment conforms to the structure of the body B. Knowledge of proportion and a basic understanding of garment construction rules will enable an illustrator to draw clothing and modify techniques to illustrate fashion of any period	A. Vocabulary 1. Fit 2. Proportion 3. Darts 4. Geres 5. Yokes 6. Ease 7. Openings 8. Collars 9. Sleeves 10. Ruffles 11. Bows 12. Pleats 13. Pockets B. Spelling	A. Measurements B. Ratio and proportion	Skeletal systems	The student will be able to identify specific terms in relation to fit in a garment

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Draw specific garments listed	A. Pants B. Jackets C. Skirts 1. Slim 2. Flared, circular 3. Gathered 4. Pegged D. Dresses E. Sweaters F. Coats		A. Measurements B. Ratio and proportion	Skeletal system	A. The student will be able to render a drawing of each of the specific garments listed B. The student will be knowledgeable of the essential tailoring and construction of each garment

UNIT: FASHION ILLUSTRATION - CONTINUED

TOPIC: LAYOUT SKILLS AND PRESENTING YOUR ILLUSTRATION

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	A. Layout - a plan for the organization of the page 1. Personality of subject matter 2. Size of page 3. Size and number of elements that must be incorporated into the layout 4. Image of the store B. Basic layout formats 1. Axial 2. Band 3. Formal 4. Grid 5. Group 6. Path C. Matting - a matt is a frame cut from illustration board	A. Outlining and note taking B. Vocabulary C. Spelling			

UNIT: FASHION ILLUSTRATION - CONTINUED

TOPIC: DRAWING MEN

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	A. Structure of the male figure B. Drawing men's faces C. Drawing male hands and feet D. Drawing men in casual clothes and in suitings		A. Measurements B. Ratio and proportion C. Whole numbers D. Fractions	A. Skeletal system B. Muscles	The student will be able to illustrate a basic male figure

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Give a verbal report on personal experiences with "good" and "bad" salespeople II. Role play various situations of a customer with a salesperson	A. Desirable qualities of a salesperson 1. Courtesy 2. Personality 3. Patience 4. Consideration 5. Low-pressure selling 6. Merchandise knowledge B. Undesirable qualities of a salesperson 1. Indifferent attitude 2. Discourteous 3. Inconsiderate 4. Sassy, snippy 5. Lack of merchandise knowledge C. Qualities most appreciated 1. Shopping suggestions 2. Courtesy 3. Quick service D. Five basic buying decisions 1. Need 2. Product 3. Price 4. Source 5. Timing E. Three general groups of customers 1. Casual looker 2. Undecided customer 3. Decided customer F. Buying motives 1. Desire for beauty 2. Desire for recognition 3. Relaxation and entertainment for well being	Oral communications		Psychology	The student will be able to apply basic salesmanship techniques to the selling of fashion products

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	G. Why customers buy where they do 1. Convenience of location 2. Friendliness 3. Service 4. Price 5. Fashion 6. Quality 7. Guarantee 8. Assortment 9. Exclusiveness				

TOPIC: TYPES OF PERSONAL SELLING

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Identify and list retail stores in the community which are in the apparel business II. Decide which personal selling methods might be advantageously used by each type of business III. Role play each type of personal selling situation	A. Direct selling B. Telephone selling C. Demonstration selling D. Door-to-door selling E. In-home selling (party plans) F. Methods of compensation 1. Salary 2. Commission	A. Expository writing skills B. Vocabulary C. Spelling D. Role playing		Psychology	The student will be able to develop confidence and the ability to function in different types of selling situations

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Divide class into groups of retail customers II. Discuss and come to a conclusion on what should be known about the merchandise that is being bought or sold	A. First impressions B. Tone of voice C. Four steps in selling 1. Attention 2. Interest 3. Desire 4. Action D. Customer approach E. Know your merchandise 1. Purpose of product 2. Appearance of product 3. How to use the product 4. How to care for the product 5. What the product is made of 6. How the product is made 7. How the product will perform 8. Background of the product 9. Services available 10. Guarantees	A. Vocabulary B. Oral communications		Psychology	The student will be able to apply product knowledge to the creative selling of fashion merchandise

TOPIC: PRESENTATION OF MERCHANDISE

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Make a list of ten "tired" words or phrases that are over used in selling situations II. Make a list of "magic selling words" that are considered lively, effective and make use of current fashion terminology	A. Use of fashion terminology B. Handling merchandise with respect C. Overcoming objections D. Closing the sale E. Creative selling 1. Suggestion selling 2. Substitute selling	A. Expository writing skills B. Vocabulary C. Spelling D. Signal words		Psychology	The student will be able to demonstrate a knowledge of fashion terminology to the creative selling of fashion merchandise

UNIT: SALES PROMOTION

TOPIC: INTRODUCTION

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Collect and mount different fashion advertisements II. Identify the general objectives of sales promotion that each advertisement reflects	A. Types of sales promotion activities 1. Advertising 2. Display 3. Publicity 4. Fashion shows 5. Special events B. Objectives 1. Sell a product 2. Build customer loyalty and goodwill 3. Generate interest 4. Disseminate information C. Types of advertising 1. Newspaper 2. Direct mail 3. TV and radio 4. Trade papers	A. Vocabulary B. Functional reading skills C. Spelling D. Identifying main ideas		Psychology	A. The student will be able to list and describe the different types of fashion sales promotion activities B. The student will be able to recognize the importance of sales promotion activities in fashion merchandising

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Collect examples of an institutional and a product ad II. Using examples of a "poor" and a "very effective" ad, evaluate each in relation to the characteristics of effective advertising	A. Purpose B. Types 1. Institutional 2. Product C. Advertising media 1. Newspapers 2. Magazines 3. Direct mail 4. Radio 5. Television 6. Billboards D. Elements E. Selection of merchandise F. Co-op advertising G. Dealer aids	A. Functional reading skills B. Oral communications C. Vocabulary D. Spelling E. Identifying main ideas		Psychology	The student will be able to differentiate and evaluate the selling appeals of fashion advertisements

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Bring in examples of current fashion publicity appearing in magazines or newspapers to class II. Discuss the differences between publicity messages and advertising messages	A. Types 1. Planned news 2. Unplanned news B. Publicity media 1. Newspapers 2. Trade periodicals 3. TV and radio C. Press releases 1. Style 2. Content 3. Timing 4. Photographs 5. Objectivity D. Language of publicity	A. Functional reading skills B. Oral communications C. Inferences		Psychology	The student will be able to distinguish between an advertising and a publicity message

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Give examples of any special event promotions that have occured in the area recently II. Organizing into teams, plan the details of a hypothetical special event fashion promotion for a producer or retailer	A. Types of special events 1. Merchandise events 2. Institutional events 3. Free sampling 4. Special sales B. Objectives	A. Oral communications B. Vocabulary C. Inferences		Psychology	The student will be able to list and describe specific special events and promotional activities and their application to the promotion of fashion

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Discuss formal and informal fashion shows that each student has experienced II. Plan an actual fashion show	A. Importance of fashion shows B. Types 1. Formal 2. Informal C. Themes D. Purpose and objectives 1. Sale of merchandise 2. New fashion trends 3. Entertainment 4. Training E. Elements 1. Theme 2. Coordinator 3. Audience 4. Plan 5. Merchandise 6. Models 7. Budget 8. Rehearsals 9. Promotion	A. Expository writing skills B. Functional reading skills		Psychology	The student will be able to plan and produce a fashion show

UNIT: FASHION BUYING AND MERCHANDISING

TOPIC: THE BUYER

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Assume the role of a comparison shoper for a particular store and select a category of merchandise to shop for price, breadth and depth of assortment and manner of display II. Shop a minimum of three stores that carry the identical or similar merchandise and present a report of comparative observations III. Discuss findings in class IV. Interview owners of small retail shops in the area to determine how and if they perform, or have performed for them, the functions of the major staff departments found in larger organizations V. Shop one apparel department in a local store and, by observation, estimate and report the percentages carried in stock for each of the following factors A. Sizes within each size range B. Price lines within each price range C. Colors D. Classifications E. Materials	A. How do you get to be a buyer B. Opportunities in buying C. Functions of a buyer 1. Study customers 2. Establish merchandise policy 3. Develop resources 4. Buy 5. Maintain stock 6. Maintain records 7. Prepare written material 8. Cooperate with other departments 9. Plan and conduct fashion showings 10. Study fashion trends D. Preparing to order E. Determining what to buy 1. Comparison shopping 2. Records of past performance 3. Potential customers 4. Customer surveys 5. Resident buying office 6. National advertising 7. Trade journals 8. Entertainment media F. Determining when to buy 1. The buying calendar 2. Staple merchandise 3. Hand-to-mouth buying G. Determining sources of supply 1. Requirements 2. Price 3. Terms of sale H. Essential information for order form I. Building a resource file J. Selection of merchandise K. Price considerations and negotiations	A. Vocabulary B. Spelling C. Expository writing skills D. Oral communications E. Outlining and note taking	A. Whole numbers B. Fractions C. Percentages D. Decimals E. Estimating F. Ratio and proportion		The student will be able to demonstrate a knowledge of the role of a comparison shopper and its relation to other functional retail activities

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
VI. For each of the five factors, make a breakdown by percentage VII. Use the above reports for discussing the factors that may have influenced the buyer in achieving the assortment carried	L. How to obtain the best deal M. The buyer's role in a small retail shop N. The buyer's role in a department store or departmentalized specialty store O. The buyer's role in a chain store P. The buyer's role in a resident buying office				

UNIT: FASHION BUYING AND MERCHANDISING - CONTINUED

TOPIC: PRICING MERCHANDISE

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Suggest price lines for men's ties in a small, exclusive men's shop, for children's sweaters in a discount operation, and for junior dresses in a department store II. Justify price line decisions	Factors affecting retail 1. Cost of buying and selling 2. Prices in common usage 3. Store price lines 4. Competitors' price 5. Customers' point of view 6. Stock turnover 7. Rate of demand 8. Markdowns and shrinkage 9. Psychological effects 10. Legal restrictions 11. Dollar stock planning and control 12. Merchandise plan 13. Unit stock control	A. Expository writing skills B. Problem solving C. Spelling	A. Whole numbers B. Decimals C. Percentages D. Formulas		The student will be able to identify and describe the considerations that govern the profitable pricing of merchandise

UNIT: FASHION BUYING AND MERCHANDISING - CONTINUED

TOPIC: MERCHANDISE MATHEMATICS

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Solve math problems in areas covered in Theory	A. Fractions, decimals and percentages 1. Conversion 2. Multiplying and dividing by percent B. Profit C. Mark up D. Averaging mark ups E. Averaging cost F. Averaging detail G. Invoice mathematics H. Dollar merchandise planning I. Planning purchases J. Open-to-buy	A. Expository writing skills B. Problem solving	A. Fractions B. Decimals C. Percentages D. Conversion E. Multiplying F. Dividing G. Mark up H. Averaging I. Dollar planning J. Open-to-buy		A. The student will be able to develop a knowledge of merchandising mathematics B. The student will be able to apply basic formulas in solving merchandising problems

UNIT: FASHION COORDINATION

TOPIC: INTRODUCTION

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. After viewing a garment, write a description of it II. Read the description to the class for a class evaluation and/or rating of the most accurate description of the garment	A. Components of fashion 1. Color and design 2. Construction 3. Basic style/features 4. Size ranges B. Applications in fashion merchandising 1. Evaluation and selection of merchandise 2. Selling of merchandise 3. Communication for sales promotion activities	A. Expository writing skills B. Functional reading skills C. Spelling D. Vocabulary E. Identifying main ideas F. Signal words G. Oral communications			The student will be able to apply the principles of design when evaluating fashion products

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Clip examples from magazines that illustrate applications of the principles of color harmony II. Identify the examples as being either monochromatic, analagous and/or complementary colors (using the color wheel)	A. Elements of design 1. Line 2. Texture 3. Color 4. Scale 5. Shape 6. Proportion B. Expressions of fashion 1. Colors 2. Textures 3. Silhouettes C. Dimensions of color 1. Hue 2. Balance 3. Intensity D. Color harmony 1. Color wheel 2. Color relationships 3. Principles of color harmony	A. Expository writing skills B. Functional reading skills C. Identifying main ideas D. Spelling	Proportion	Principles of color	The student will be able to use the correct color terminology to communicate fashion information

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Bring in garments of various types to examine, analyze and identify the construction elements by their technical name II. Evaluate the construction elements in relation to their function III. Collect apparel advertisements in newspapers and magazines IV. Identify the styles of sleeves, necklines, collars, silhouettes, etc., that are illustrated in the above advertisements	A. Basic elements of construction and their function 1. Types of stitches 2. Types of seams and seam finishes 3. Types of gathers, ruffles and headings 4. Types of darts and tucks 5. Types of pleats 6. Types of hems, facings and bindings 7. Types of plackets and pockets B. Criteria of workmanship 1. Seam allowances 2. Hand versus machine sewing 3. Finishing 4. Types and quality of closings 5. Matching of patterns 6. Fit 7. Appropriations of fabric C. Basic apparel styles 1. Sleeves 2. Necklines 3. Waists 4. Collars 5. Skirts 6. Silhouettes (dress) 7. Slacks and pants 8. Jackets	A. Functional reading skills B. Spelling C. Vocabulary D. Inferences E. Expository writing skills F. Identifying main ideas G. Test taking skills			A. The student will be able to recognize the construction elements of apparel products B. The student will be able to evaluate the quality of apparel products' workmanship C. The student will be able to identify specific styles of sleeves, necklines, collars and silhouettes on a written test

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	A. The functions of copywriting 1. To sell a product or idea 2. To maintain an image B. Levels of fashion copywriting 1. National 2. Trade C. Specific goals 1. Create sales 2. Remind customer of merchandise 3. Present store events 4. Create demand 5. Create favorable image 6. Give information 7. Offset competition 8. Correct false impressions 9. Build confidence in the company 10. Create loyal customers 11. Encourage store visits 12. Offer mail order 13. Offer special terms	A. Outlining and note taking B. Spelling			The student will be able to identify and describe the functions, levels and specific goals of copywriting

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Utilizing four different advertisments clearly within one campaign from a single fashion company, classify the type of central idea used in the campaign and analyze the basic factors that went into the final campaign II. Utilizing the above factors, make a change in the main selling point, then build a new campaign with a new "big idea" and properly classify it III. Write the advertisement for the new campaign	A. The ingredients of a plan 1. Objective 2. Merchandise 3. Types of customer 4. Appeal 5. Media needed 6. Budget 7. Extent of time 8. Responsibility 9. Evaluation B. The campaign 1. Explanation 2. Importance 3. Central theme C. Preparation of copy 1. Assemble basic factors 2. Study the facts 3. Review the product facts 4. List selling points 5. Most effective appeal 6. Copy approach 7. Tentative visualization (art work) 8. Outline of body copy 9. Writing headline 10. Writing first draft 11. Re-check all facts 12. Conference with art department 13. Rewriting exact layout 14. Write final copy 15. Review proofs	A. Functional reading skills B. Identifying main ideas C. Signal words D. Following directions E. Expository writing skills F. Spelling			The student will be able to demonstrate a knowledge of how to plan and organize a "total campaign"

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Using an overhead projector, show three examples of body copy using three different copy approach classifications II. Rewrite each above example in a different approach, classifying the new approach	A. Copy approaches 1. Definition 2. Classifications B. Classifications of closing 1. Implied 2. Soft suggestion 3. Command C. Company requirements 1. Signature or logo 2. Address 3. Branches 4. Where available 5. Store hours D. Checklist for effective copy 1. Involve audience 2. Point of view 3. Terminology 4. Opening 5. Specific information 6. Credibility 7. Specific proof 8. Where to buy product 9. Appropriateness of language 10. Action closing, e.i., write or come in	A. Functional reading skills B. Expository writing skills C. Outlining and note taking D. Vocabulary E. Spelling F. Signal words			The student will be able to write effective body copy

TOPIC: HEADLINES

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Utilizing local newspapers or magazines, select three advertisements with poor headlines II. Mount and identify said headlines and give reasons for each selection III. Rewrite each headline and, using the checklist, explain why the changes are an improvement	Headlines 1. Functions 2. Classifications 3. Checklist for effective headlines a. arresting b. reader interest c. selects potential customer d. carry main selling point e. contain a verb f. pertinent question to body copy	A. Functional reading skills B. Expository writing skills C. Vocabulary D. Identifying main ideas E. Signal words F. Spelling			The student will be able to evaluate existing printed headlines and develop original headlines using the checklist for effective headlines

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Utilizing a series of mounted advertisements, identify the basic factors of each ad	A. Basic factors for consideration 1. The company 2. Product 3. Customer 4. Media 5. Objective 6. Copy appeal B. Uses 1. Advertising media 2. Merchandising media C. Characteristics of ad copy 1. Copy 2. Art 3. Layout 4. Typography 5. Logotype D. Selling process 1. A - attention 2. I - interest 3. D - desire 4. A - action	A. Functional reading skills B. Expository writing skills C. Identifying main ideas D. Spelling			The student will be able to identify basic factors of advertisements

UNIT: BASIC SKIN CARE AND MAKE UP

TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Bring in make-up products from home and demonstrate proper skin care, make-up application and a basic manicure on one's self	A. Types of skin 1. Dry 2. Normal 3. Oily 4. Combination B. Proper skin care for day and evening 1. Cleanser 2. Freshener 3. Astringent 4. Moisture cream C. Basic manicure 1. Filing 2. Cuticle removal 3. Conditioning 4. Base coat 5. Polish 6. Top coat			A. Cellular theory B. Skeletal system C. Nutrition D. Chemical reactions	A. The student will be able to analyze their own skin type B. The student will be able to demonstrate proper skin care, make-up application and a basic manicure

UNIT: COLOR ANALYSIS

TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Determine one another's best colors	A. Supplies 1. Color swatches for each season (5 x 7" colored paper) 2. Fabric swatches for each season (½ yard of fabric each) 3. White draping cloth (½ yard) 4. Floor lamp B. Color analysis based on 1. Seasons a. spring b. summer c. autumn d. winter 2. Profiles a. hair color b. eye color c. skin color 3. Developing your color personality 4. Using color to solve figure problems 5. Designing a color-coordinated wardrobe	A. Oral communications B. Expository writing skills C. Vocabulary D. Spelling		A. Psychology B. Light	The student will be able to analyze a person's best colors based on the color analysis theory of seasons